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ABSTRACT

This study described a four-teacher instructional model in operation at an elementary school, noting the perceptions of fourth grade students, parents, and teachers regarding the model. The model encompassed teaming, block scheduling, departmentalization of subjects, integrated/interdisciplinary instruction, and in-depth instruction in each subject. Parent, teacher, and student surveys examined beliefs about academic teaming, parallel block scheduling, extension center, integrated/interdisciplinary instruction, and school climate. Results indicated that people other than the fourth grade teachers and school administrators considered the model to have a junior high school-like feeling. Students were positive about the model and liked the opportunity to move from class to class. Parents were generally positive and felt welcome in the schools, though some felt their concerns were not heard by the school. Teachers believed that the students' experiences were positive and that teachers created a support system for each other and had a sense of a common mission. All three groups felt that students were not completely successful in managing materials for four classrooms, students were successful academically with the four-teacher model, and students were successfully interacting with four core subjects teachers most of the time. The surveys are appended. (Contains 14 references.) (SM)

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DESCRIPTION OF SUCCESS: A FOUR-TEACHER INSTRUCTIONAL MODEL

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February, 2002

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ABSTRACT

This study described the four-teacher instructional model in operation at an elementary school and the school experience of the fourth grade students as constructed by the parents, the teachers, and the students. The five major areas reviewed were: academic teaming, parallel block scheduling, extension center, integrated/ interdisciplinary instruction and school climate.

INTRODUCTION

In the selected elementary school in this study, discussions are ongoing regarding elements of academic teaming, scheduling, interdisciplinary curriculum/instruction, and school climate and how these factors affect student achievement. These discussions concerning curriculum occur through site-based, grade level, across grade level, partner, and team leader meetings. The idea of a four-teacher instructional model developed in one of those meetings as a means to bring together the many instructional strategies that were already successfully in place. The four-teacher instructional model encompasses the following characteristics:

- It is a teaming arrangement.
- It is a form of a modified block schedule.
- It requires integrated/interdisciplinary instruction.
- It is viewed as a means to provide in-depth instruction to students in each subject.
- It requires departmentalization of subjects.

The research to sell this concept to improve instruction in an elementary school included:

- Visiting elementary and intermediate schools with a similar instructional model already in place.
- Classroom observations.
- Ongoing conversations with teachers who are already implementing a similar model.
- Teachers spending numerous hours working out management issues that could make or break the model.
- Using parent surveys to determine whether the majority of the parents of students going to fourth grade would support the model.
- Conversations with students to assess their thoughts regarding the model.

STATEMENT OF THE PROBLEM

A modified form of block scheduling has been in operation at Colin L. Powell Elementary School in the Conroe Independent School District. However, we do not know how the implementation of the four-teacher instructional model has affected the school experience of the school's fourth grade students.

PURPOSE OF THE STUDY

The purpose of the study is to describe the four-teacher instructional model and the school experience of fourth grade students as constructed by the parents, the teachers, and the students at Colin L. Powell Elementary School in the Conroe Independent School District. Describing the four-teacher instructional model and the school experience of fourth grade students could aid in designing curriculum, implementing instruction, and different approaches to scheduling in elementary schools.

RESEARCH QUESTIONS

1. How may the four-teacher instructional model implemented at Colin L. Powell Elementary School be described?
2. What is the perception of the students regarding their school experience in the four-teacher instructional model?
3. What is the perception of the parents regarding the school experience of fourth grade students in the four-teacher instructional model?
4. What is the perception of the teachers regarding the school experience of fourth grade students in the four-teacher instructional model?

LIMITATIONS

1. The study is limited to the fourth grade students, the parents, and the teachers at Colin L. Powell Elementary School in the Conroe Independent School District.
2. The results of the study will not be generalized to other fourth grades in other schools. However, the experience described may be transferable to similar school environments.

SIGNIFICANCE STATEMENT

In examining the integrated organizational approach of integrating curriculum and instruction, academic teaming, parallel block scheduling, extension center, and school climate in the elementary school, guidance for the future of this school and guidance for schools that are facing similar instructional questions may be obtained.

REVIEW OF LITERATURE

Five major areas related to this study were reviewed in the literature: (1) academic teaming, (2) parallel block scheduling, (3) extension center, (4) integrated/interdisciplinary curriculum/instruction, and (5) school climate. Each of the aforementioned five major areas has a significant role in the development and implementation of the four-teacher instructional model in this study.

Academic Teaming

Forming teachers into teams bring together teachers of different subjects who teach the same students. A common planning time allows integration of the curricula across subjects to enhance students' intellectual development (Merenbloom, 1966). During this common planning time, teachers problem solve, staff to remediate, improve and enrich students' academic performance and/or behavior, and plan logistics, including, student groupings, and consistent practices. Only 10% of schools show a commitment to teaming by providing adequate common planning time and by having the team use a significant portion of that time for team planning and activities (MacIver, 1990).

Teams are made up of humans who exhibit behaviors, which lead to inevitable problems (Robin & Finley, 1995):

- Personality conflicts. Individual agendas and personal feelings are allowed to interfere with team efforts.
- Confused goals. The team doesn't know where it's going or why it' even been put together.
- Jumbled roles. Who's supposed to do what?

- Poor leadership. Without guidance and inspiration, the team is allowed to drift aimlessly.
- People are social animals. They prefer to work together in teams rather than individually.

Teams also bring advantages (Robin & Finley, 1995):

- Teams increase productivity. Teams spot opportunities that management might not see.
- Teams improve communication and decision- making. The business of teams is to share information and delegate work.
- Teams are more effective. Teams bring a wider knowledge to the problem.
- Teams improve processes. Teams can review th entire process as a whole.
- Teams differentiate while integrating. Teams draw on different backgrounds to succeed as a unit.

Psychologist B.W. Tuckman identified the stages of a team's formative process (Robin & Finley, 1995):

- Forming. The team is learning to deal with one another.
- Storming. Conflicts are brought to the surface and must be resolved before the team can continue to operate.
- Norming. Team members settle into their roles and a team feeling begins to develop.
- Performing. The team is united and working on the task at hand.

Parallel Block Scheduling

Research has found that the amount of time spent learning, decisions on student grouping, use of space, and method of instruction are all determined or influenced by the type of scheduling in a school (Kruse & Kruse, 1995).

What is Parallel Block Scheduling?

There are as many versions of parallel block scheduling as there are schools. Being a flexible model, parallel block scheduling is easily adapted for meeting the needs of schools with unique student populations, programs, and resources. Each variation of parallel block scheduling is built on the following characteristics (Canady & Rettig, 1996):

- The classroom teacher's instructional program takes precedence over other scheduling considerations for special programs and support services.

- Large blocks of uninterrupted instructional time are reserved for language arts and mathematics.
- Interruptions during teacher-directed instruction in language arts and mathematics are limited to true emergencies.
- Classroom instruction in language arts and mathematics is provided in reduced-size groups. Ideally, homeroom teachers work with one group of students at a time. Other groups of students receive support services or go to an "Extension Center".
- Large group instruction and practice are provided in Extension Centers or computer labs so homeroom teachers can work with smaller groups of students on language arts and mathematics during extended blocks of time.
- Support services, such as special education and Title I programs that still use a pull-out model, are scheduled during time that is not allocated for direct instruction. These services are provided during Extension Center time.
- Schedules for language arts, mathematics, social studies, science, special programs, and support services are coordinated by an administrator or designee. The coordination may be an individual or a committee of teachers and staff within the school.

Why Implement Parallel Block Scheduling?

When schools deal with the details of implementing a block schedule, teachers and administrators are forced to examine the most important aspects of school organization, instruction, and curriculum issues that all too often remain buried under "administrivia" of school life. Parallel block scheduling has numerous advantages:

- It provides for smaller instructional groups in language arts and mathematics.
- Helps blend support programs and reduce stigma for students who receive support services.
- Improves test scores. Whittier Elementary School in Mesa, Arizona has a diverse student population with more than 40% of the students receiving free and reduced lunch. Student achievement rose significantly after parallel block scheduling was implemented, and 80% of Whittier Elementary School Title I students passed the Arizona State Competency Tests compared to the district average of 57% (Vanderhye, 1996).

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- Addresses grouping issues.
- Reduces discipline problems.

The goal of a block scheduling program is to provide students with an environment that fosters higher learning and achievement levels.

Instruction in a Parallel Block Schedule

Teachers must (and most do) make changes to their teaching when schools implement block scheduling. Since strategies must change for effective block scheduling, assessment techniques must also change. Portfolios, videotape analysis, rubrics, and peer reviews, are some of the suggestions that Flemming et al. make for alternative forms of assessment (1997). Nearly three-fourths of teachers in a block schedule, over time and with appropriate staff development and support, engage students in more active learning. Because of a change to block scheduling, teachers re-examine curriculum and redefine priorities. Teachers must discuss what is to be covered in courses and how to pace a course within a new time structure.

Thoughts on Scheduling for the 21st Century

Given the many demands made of schools today, the wonder is not that they do so poorly, but that they accomplish so much. Our society has stuffed additional burdens into a time envelope of 180 six-hour days without regard to the consequences for learning. In terms of time, our schools are unchanged despite a transformation in the world around them (Hackman and Schmitt, 1997).

As elementary schools build foundations that prepare students for future education, parallel block scheduling supports the best instructional programs, meeting the needs of students and teachers (Hopkins & Canady, 1997b). Because it is so flexible, it can be adapted to meet specific needs arising from current instructional practices and research. As a viable alternative to traditional scheduling, it is anticipated that parallel block scheduling will continue to evolve, enhancing instructional innovations (Hopkins & Canady, 1997b).

The Extension Center

While the classroom instructional program is the place where primary instruction takes place in a parallel block schedule school, the Extension Center is the place where instruction is enhanced and enriched. The Extension Center allows for reduced groups of students in classrooms. It is the place where students who need remediation and re-teaching receive those opportunities. Students who need enrichment and experiences that extend classroom instruction can experience them as well.

Integrated/Interdisciplinary Curriculum/Instruction

Knowledge and skills are taken out of abstract subject categories and repositioned in the context of thematic units where they are more likely to develop. All subject matter learning is connected and a system of delivery to students is brain compatible (Caine & Caine, 1991). The concept is based on three interlocking, interdependent principles: (1) teaching strategies, (2) curriculum development, and (3) brain research (Caine & Caine, 1991). Mary Strubble (1990) concluded the following regarding the use of interdisciplinary units with students: (1) students take a more active role, (2) students help clarify the effectiveness and ineffective parts of the unit, (3) students talk about the units in ways that help validate the experiences in the eyes of parents and the community, and (4) students see the interconnectedness of the world around them.

School Climate

A school's learning-working climate is an avenue for identifying attitudes, opinions, and beliefs that individuals perceive to be true about the school. When time is used well in schools, not only does the climate of the school improve, but the opportunity for learning increases. Evidence of an improved school climate can best be seen in the decline in the number of discipline problems reported and in the positive reports from teachers on the energized atmosphere of their classes (Queen & Gaskey, 1997).

MEHODOLOGY

The steps taken to begin this study are as follows:

1. Written permission to conduct the study was acquired from Dr. David Lusk, Superintendent, Conroe ISD.
2. A meeting with the campus site-based decision making committee was held to present the purpose and objective of the then impending study.
3. Faculty meeting and a parent information night was held to present the purpose and objective to the then impending study.
4. The fourth grade teachers had prior knowledge of the plan to conduct the study and looked forward to using the findings to improve instruction.

SETTING

Colin L. Powell Elementary School opened in the fall of 1994. At the time of the study the student population was 758 in kindergarten through fourth grade. The school is located in a high- income community. The fourth grade teachers were the only teachers on a grade level interested in implementing the four-teacher instructional model.

POPULATION

The subjects of this study were fourth grade students, fourth grade teachers, and parents of fourth grade students at Colin L. Powell Elementary School . All 159 students, the parents of the students, and the eight fourth grade teachers were included in the study. There was no identifiable reference to any teacher, parent, or student throughout the study.

DATA COLLECTION AND INSTRUMENTATION

Separate questionnaires using a five- point scale for answers were developed for the parent (Appendix A), the teacher (Appendix B), and the student (Appendix C) following the guidelines in *Educational Research: An Introduction* (Gall, Borg & Gall, 1996). Each group of respondents was asked two open-ended questions: "What do you like about the four-teacher instructional model? and "What do you dislike about the four-teacher instructional model?" The open-ended questions were constructed following the guidelines in *Doing Naturalistic Inquiry* (Erlandson et al., 1993). The eight questions on the

student questionnaire (Appendix C) were derived from conversations with parents and teachers and observations of the model. The teacher and parent questionnaires combined published instruments along with items developed by the researcher based on the same criteria as the student questionnaire. The NSSE Parent Opinion Inventory (Appendix D) and Teacher Opinion Inventory (Appendix E) were chosen because the questions on each inventory could provide information for the major topics of this study, which are scheduling, management and organization as it relates to classroom instruction, nurturing learning atmosphere, and teaming among teachers. The combined instruments for the questionnaire yielded a total of 86 items. The combined instruments for the parent questionnaire yielded a total of 73 items. The combined instruments for the parent questionnaire yielded a total of 73 items. The Parent Opinion Inventory is divided into four sections: School/Parent/Community Relations, Quality of Instructional Programs, Support for Student Learning, and School Climate/Environment for Learning. There is a fifth section that is for optional use – Additional Questions – Local. This section was used to answer the eight statements developed by the researcher. The Teacher Opinion Inventory is divided into five sections: Quality of Instructional Programs, Support for Student Learning, School Climate/Environment for Learning, School Organization, and Job Satisfaction. There is a fifth section that is for optional use – Additional Questions – Local. This section was used to answer the eight statements developed by the researcher. All statements in the Parent and Teacher Opinion Inventories were used in this study. However, the researcher determined that some of the statements did not directly address the operation of the four-teacher instructional model. Parent consent forms (Appendix F), parental consent forms (Appendix G), student assent forms (Appendix H) and teacher consent forms (Appendix I) were sent to each group respectively. All eight teacher opinion inventories were returned, 141 out of 149 parent inventories were returned, and 152 out of 159 student questionnaires were completed.

DATA ANALYSIS

The quantitative data from the parent, the teacher, and the student questionnaires created by the researcher and the NSSE Parent Opinion Inventory and Teacher Opinion Inventory were analyzed to answer the four research questions. The qualitative data were obtained from the responses of the parents, teachers, and students to the two open-ended questions on the questionnaire, which asked specifically what

each respondent likes and/or dislikes about the four-teacher instructional model. Averages, standard deviations, and percentages were calculated by item and by section for the NSSE Parent Opinion Inventory and the NSSE Teacher Opinion Inventory. Averages and percentages were calculated for the student questionnaire, which included eight items. Tables represent the final data results of the quantitative data gathered. The qualitative data were documented with direct quotes from participants in the specified groups.

FINDINGS, SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Background Description

What is the Four-Teacher Instructional Model?

The four-teacher instructional model is made up of eight teachers, four teachers in each "community". In each "community" there is a teacher for math, science/extension center, writing/language arts/social studies, and reading/spelling/social studies. Each "community" has a homeroom with students who qualify by district criteria in reading, math, science, or social studies for the gifted and talented program. Each "community" has a homeroom with students who meet the eligibility criteria for special education programs.

Why was this Model Chosen?

The belief of the fourth grade teachers and the school administrators was that the model would increase student achievement. They believed that teachers would be more able to capture students' interests, which would raise their level of confidence and success, and result in a positive impact on self-esteem. The fourth grade teachers and the administrators wanted to meet the challenge of the superintendent to develop and implement initiatives, which may have a positive effect on students' academic achievement. An effort was being made to combine some of the successful instructional strategies already in place and present them in one, effective format. The model would provide the opportunity for all students to be taught by the teacher with the greatest interest and competence in each subject area. The model provides the opportunity to meet the individual needs of students in the gifted and talented and special education programs.

How Do the Students Move From Class to Class?

The students move from class to class with their homeroom group unless a student needs a different instructional arrangement. All eight classes move at the same time, across the hall or nextdoor. There are two advisement periods per week during the first block. Extension Center is scheduled during the science block.

Management and Organization in the "Communities"

Students use the Management of Organizational Skills Everyday (M.O.O.S.E.) binder. Subjects have color-coded pocket folders for each class. Textbooks for each student in every class are stored in the classrooms. Students carry their backpacks with their lunch and pencil bag to each class. Only one major project is assigned at any given time in an effort not to assign too much homework. White binders containing conduct records are kept in each classroom. Purple folders are used to send home the conduct reports and weekly papers from each class on Tuesday. The homeroom teacher schedules the parent conference in the fall. A "community" newsletter is sent out monthly.

Does My Child Have a Nurturing Learning Atmosphere?

This concern stems from the belief of parents and other adults that young children need one and no more than two teachers in order to build a relationship with teachers, which impacts achievement. All eight teachers are familiar with all students in their "community". All teachers put their thoughts together to plan success for all students. The school tries to build on the foundation of nurturing that parents develop at home.

The Role of the Campus Site-Based Decision Making Committee

The site-based decision making committee is an advisory committee made up of teachers, staff, a community representative, a business representative, and parents. The committee rarely makes a decision without first consulting with the rest of the faculty and staff.

What are the Strengths of the Four-Teacher Instructional Model?

The following list has been determined as strengths based on student academic improvements as observed by teachers in daily work and test grades, low incidents of discipline referrals, and students' interpersonal interactions with other students and teachers.

- Opportunities for teachers to plan in-depth instruction.
- All eight teachers teach students at all levels of abilities including gifted and talented and special education.
- Increased communication among all teachers with each "community", across "communities", with subject areas and across subject areas.
- Increased alignment of objectives.
- Effective integration of curriculum.
- Increased opportunity for teachers to know and be involved with more students.
- Opportunity for students to be involved with more teachers.
- Increased opportunity to identify weaknesses in instruction in fourth grade and other grade levels.
- Increased opportunity for teachers to consult with each other when a student is having difficulty and to provide solutions that are successful.
- Opportunity for students to become familiar with transition and remain organized.
- Feedback to parents on student progress from more than one point of view, which may provide a realistic picture of the student's academic and social-emotional functioning.
- More efficient use of instructional time.
- Demonstrates the components of 7 Themes Common to Successful Schools as identified in Dr. Joe Johnson's *Successful Title I School-wide Programs* (Johnson & Ragland, 1996): Focus on the academic success of every student ; No excuses; Experimentation; Inclusivity -everyone is part of the solution; Sense of family; Collaboration and trust; Passion for learning and growing.
- Integration of themes in subjects.
- Provides students opportunities to move more frequently.
- Students improve interpersonal skills through adapting to different teaching styles.

- Compact several efforts to improve instruction into one model.
- Decrease in the number of discipline incidents.
- Students adjust more easily to the multiple teacher instruction model at George Mitchell Intermediate School for which Colin L. Powell Elementary is a feeder school.

The Teaching Team

The teachers decide which teachers would be in each "community" and what they each would teach based on their areas of expertise and interest. The school administration agreed with their proposals. Because the teachers had a great deal of authority in making the decisions for the team, it appears that it was easy for them to learn to work together and build strong relationships. Both teachers and students are part of a team, therefore, they feel a sense of belonging.

STAKEHOLDER EVALUATION – QUANTITATIVE FINDINGS

The National Study of School Evaluation calculated the averages, percentages, and standard deviations for each statement on the parent and teacher opinion inventories, which included the questionnaires developed by the researcher for parents and teachers. If the average is greater than 3.0, then the results indicate that the respondents have a fairly positive opinion with respect to the specific issue addressed in the item. The higher the value, the stronger the degree of agreement. If the average is less than 3.0, the results indicate that the respondents tend to disagree with the specific statement. The lower the value, the stronger the degree of disagreement. The standard deviation is a measure of the dispersion or variability around the mean or average. Since the range of point values for the responses for the opinion inventories is five, a standard deviation around 0.83 would be considered to be fairly typical. Standard deviations on the opinion inventories above 1.0 tend to point to an item on which there is less agreement among the respondents. A standard deviation of 1.5 or more, however, indicates a considerable degree of disagreement among those to the item. Averages and percentages for each question on the student questionnaire were calculated.

NSSE Parent Opinion Inventory and Teacher Opinion Inventory

The sections on the NSSE Parent Opinion Inventory and Teacher Opinion Inventory are analyzed individually. All findings are reported. The findings relevant to the school setting are discussed. The NSSE Parent and Teacher Opinion Inventories identified items in common in the following three separate categories: School Climate/Environment, Quality of Instructional Program, and Support for Student Learning. The researcher documented the combined response of strongly agree and agree for parent and teacher groups for each item.

In the category of School Climate/Environment, these data indicate that the parent and teacher perceptions are fairly closely related. There is less than 15 points difference between all of the responses except the response referring to cheating. The item responses on cheating indicate that teachers feel strongly that cheating does not occur in school than parents feel.

In the category of Quality of Instructional Program, these data indicate that overall, teachers and parents are satisfied with the instruction provided to students at this school. However, items that address foreign language, health, P.E., fine arts, homework, and the relationship between what they are studying and their everyday lives indicated significant discrepancies between parent and teacher responses. The foreign language discrepancy may be due to the fact that the school no longer has foreign language.

In the Support for Student Learning category, these data indicate a discrepancy among more items. This may be due to the fact that many parents responded "NA", which is not counted if their child had not had any experience in any particular item. Parents may have been thinking individual student and teachers were thinking overall.

Fourth Grade Student Questionnaire

The averages for all eight statements are greater than 3.0. These data indicate that students have a fairly positive opinion regarding the statements directly related to the four-teacher instructional model. The highest average of 4.48 is on statement number six. It appears that students believe that teachers provide the assistance that they need in class.

Overall Impressions

The Parent and Teacher Opinion Inventories have three sections in common. The averages in all three sections on both inventories are greater than 3.0. The data indicates that the parents and teachers have a fairly positive opinion regarding Quality of Instructional Programs, Support for Student Learning, and School Climate/Environment for Learning.

The Additional Questions – Local reveal that parents believe the following based on combined response choices of strongly agree and agree, which yielded percentages of 81 to 85:

- Their children are successfully interacting with four core subject teachers most of the time (Statement 1).
- Their children are successful academically with the four-teacher model (Statement 4).
- Their children are provided sufficient time to complete class assignments (Statement 6).

Percentages of 68 to 70 in the combined response choices of strongly agree in the Additional Questions – Local reveal that parents believe the following:

- Their children are not successfully managing their materials for four classrooms (Statement 2).
- Their children are not successfully refocusing after transitioning between classrooms (Statement 3).
- Teachers are not accessible for conferencing in the four-teacher instructional model (Statement 8).

The School/Parent/Community Relations section of the Parent Opinion Inventory has an average score of 4.14 for the total group, which is greater than 3.0. The data indicates parents have a fairly positive opinion regarding school/parent/community relations. On the Teacher Opinion Inventory, the sections of School Organization and Administration and Job Satisfaction both have averages above 3.0, which indicate that teachers have a fairly positive opinion regarding procedures and organization of the school and the job responsibilities that they are assigned.

The combined response choices of strongly agree and agree with percentages of 100 in the Additional Questions – Local section reveal that teachers believe the following:

- Students are successful with four core subject teachers most of the time (Statement 1).
- Students are provided sufficient time to complete class assignments (Statement 6).
- Teachers are able to provide assistance to students on difficult assignments (Statement 7).
- Teachers are accessible for conferencing in the four-teacher instructional model (Statement 8).

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The combined response choice of strongly agree and agree with a percentage of 76 indicate that teachers believe the following:

- Students are not successful managing materials for four classrooms (Statement 2).
- The rotation of homework is not successful (Statement 5).

Combined response choices of strongly agree and agree with percentages of 90 and above on the fourth grade students' questionnaire reveal that students believe the following:

- Fourth grade students enjoy having four teachers (Statement 1).
- Students feel successful academically with the four-teacher instructional model (Statement 5).
- Teachers have enough time to provide the assistance that students need (Statement 6).

However, 79% of the students feel that they have enough time to complete class assignments (Statement 4) and 70% report that they like changing classes every 60-70 minutes (Statement 8).

Collectively, the parents, the teachers, and the students agree that students are successful interacting with four core subject teachers. There was no specific statement that all three groups disagreed on. All three groups do not feel strongly that students are successful in managing their materials for four classrooms.

Colin L. Powell Elementary is rated exemplary in Texas (Texas Assessment of Academic Skills – TAAS scores are above 90% in reading, writing and math). In reading over the years of 1997-2000, there has been no significant change in the percentage of students meeting minimum expectations. There was a 10% increase in the number of student mastering all objectives in reading from 1997-1998. In math, the percentage of students meeting minimum expectations has remained at a constant high. The percentage of students mastering all objectives in math increased by 28% in 1999-2000 . The percentage of students meeting minimum expectations in writing is high. An increase of 15% in the number of students mastering all objectives in writing occurred in the 1998-1999 school year.

Stakeholder Evaluation – Qualitative Findings

Parents, teachers, and students were provided the opportunity to answer the two open-ended questions: "What do you like about the four-teacher instructional model?" and "What do you dislike about

the four-teacher instructional model?" The responses were grouped into the following subheadings: scheduling, management and organization or the model, nurturing learning atmosphere, and teaming among teachers.

Overall Impressions

Comments from parents expressed the following beliefs:

- Nine and ten year old students are not at a maturity level to cope with the different personalities of four core subject teachers.
- Fourth grade students cannot manage materials for four classes that require changing classrooms for instruction.
- Students have difficulty maintaining focus after changing classes several times in a school day.

The comments revealed that the student beliefs are as follows:

- Overall, no severe difficulties were noted.
- Class time is lost due to switching classrooms for the different subjects.
- Managing materials for four classes is difficult.

Comments from teachers revealed the following beliefs:

- Students are benefiting from the specialized instruction in the four-teacher model.
- Classroom time needs to be examined to improve efficient and effective use.
- Improvements are needed in timely and consistent parent/teacher communication.
- Improvements are needed in management and organization of class-work and homework assignments.
- Improvements are needed in clear and effective communication between teachers and teachers and administrators regarding school procedures.
- Follow through from teachers is consistent regarding student discipline issues.
- Continued team building among teachers on the fourth grade team is needed.

Conclusion

This study researches the areas of academic teaming, parallel block scheduling, extension center, integrated/interdisciplinary curriculum/instruction, and school climate. This study takes a look at how the

aforementioned areas of interest affect the perception of parents, teachers, and students regarding the school experience of fourth grade students.

Research Question 1

How may the four-teacher instructional model implemented at Colin L. Powell Elementary School be described?

To people other than the fourth grade teachers and the school administration, the first thought that comes to mind is a junior high school-like setting. The four-teacher instructional model is a vehicle by which fourth grade teachers successfully implement academic teaming, integrating curriculum and instruction, and a modified block schedule as a means to improve student achievement.

Research Question 2

What is the perception of students regarding their school experience in the four-teacher instructional model?

Students feel positive about the four-teacher instructional model. Students seem to like to have the opportunity to move from class to class. Some students appear to have more difficulty with changing classes. Students enjoy their teachers.

Research Question 3

What is the perception of parents regarding the school experience of fourth grade students in the four-teacher instructional model?

Parents' perception of the fourth grade students' school experience is positive for the most part. Parents feel that their children are successful in refocusing after transition between classrooms. Parents feel positively regarding their understanding of the school's programs and operations. They feel that they are informed of the school's policies. They believe that the school's workplace is adequate to support the instructional program. Some parents do not feel that their concerns are heard by the school and that their child is successfully managing materials in the classrooms. They feel that school policies and procedures are fair and consistent. The parents believe that teachers and students have a good working relationship.

Parents feel welcome in the school. They believe that teachers communicate academic progress in a timely manner. The parents believe that the teachers are very good teachers. They are pleased that the teachers use different instructional strategies. While parents are satisfied with the way students are treated by teachers, they do not feel that teachers are concerned about their son or daughter as an individual. Parents do not feel that teachers are available to give students assistance on assignments nor are they accessible for parent/teacher conferences in the four-teacher model.

Research Question 4

What is the perception of teachers regarding the school experience of fourth grade students in the four-teacher instructional model?

The teachers believe that the fourth grade students' school experience is positive. They believe that students are provided sufficient time to complete assignment. Teachers assist students when necessary. Teachers are available for conferencing with parents. Teachers believe that students continue to have difficulty managing their materials for each class. Students are successful interacting with four core subject teachers. Students are academically successful in all subjects. Students are provided educational programs that are appropriate for their learning needs. Students are treated fair and consistent by teachers, counselors, and administrators. Teachers recognize the importance of clear and effective communication among team members. They believe that they have created a support system for each other. The have a common sense of common mission.

The students, parents and teachers have several perceptions in common regarding the school experience of the fourth grade students. Members of all three groups strongly agree on the following:

- Students are not completely successful managing materials for four classrooms.
- Students are successful academically with the four-teacher instructional model.
- Students are successfully interacting with four core subject teachers most of the time.

Recommendations

1. The school administration and fourth grade teachers should ensure that each new group of students and parents coming to fourth grade each school year are well informed about the four-teacher

instructional model. A parent information night should be scheduled as soon as possible after the first day of school to explain the plan to the parents of the fourth grade students. A plan for a method by which parents may get answers to questions after the parent information night should be developed.

2. Fourth grade teachers should schedule parent conferences at least two weeks after school starts. Teachers should ask parents if they would prefer to conference with all four teachers or just the homeroom teacher. Extra efforts should be made by the teachers to ensure that parents feel welcome and informed.
3. Fourth grade teachers should communicate with parents in a timely and consistent manner. All notes and phone calls should be responded to within 24 hours.
4. The school administration should schedule and facilitate information meetings for faculty and staff other than fourth grade teachers, PTO/PTA, and site-based decision-making committee members. The purpose of the meetings will be to make each group aware of the details of the four-teacher instructional model.
5. The school administration should make a concentrated effort to share power and control of the decision making process for the four-teacher instructional model by establishing a positive climate of open communication with teachers.
6. Investigation of issues involving scheduling and efficient use of instructional time by teachers should be ongoing.
7. The fourth grade teachers should examine the procedures that are currently in place to assist students in managing their materials to determine if the procedures need to be revised.
8. Assessment of the perceptions of the students, parents, and teachers as they relate to the school experience of the fourth grade students in the four-teacher instructional plan should occur at the end of each school year.
9. The school administration and the fourth grade teachers should make an effort to involve fourth grade parents in the decision- making procedures for the four-teacher instructional model. This may be done by suggesting to the fourth grade parents that they form an advisory committee. Involving parents in the decision-making process of developing procedures may be an avenue for

creating positive and open communication between the parents, fourth grade teachers, and the school administration.

10. The four-teacher instructional model in fourth grade should be continued for the next school year.
11. The school administration and the fourth grade teachers should carefully review the responses of the teachers and parents on common inventory items in order to obtain direction for their continued implementation of the four-teacher instructional model.

Recommendations for Future Research

1. Further research is needed to explore what staff development opportunities are provided and available for teachers who teach in a block schedule.
2. Future research is needed to determine if elementary school students are more successful academically when core subjects are departmentalized versus partner teachers or self- contained arrangements.
3. Further research is needed to determine the impact of the teacher teams on the academic achievement of students in elementary schools.

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APPENDIX A

PARENT QUESTIONNAIRE PART B

Parent Questionnaire
Part B

DIRECTIONS: Please indicate your response to the questions below by blackening the oval that corresponds with the response of your choice. Please be careful to match the number of the statement with the number of your response that you indicate below. Please write any comments that you may have in the space provided below. Part B of the questionnaire is found on the back of the Parent Opinion Inventory.

5. My child is successful interacting with four core subject teachers most of the time.

6. My child is successful managing materials for four classrooms.

7. My child is successful refocusing after transitioning between classrooms.

8. My child is successful academically with the four teacher model.

9. The rotation of homework is successful.

10. My child is provided sufficient time to complete class assignments.

11. My child's teachers are able to provide assistance on difficult assignments.

12. Teachers are accessible for conferencing in the four teacher model.

Comments:

What do you like about the four teacher instructional model?

What do you dislike about the four teacher instructional model?

APPENDIX B

TEACHER QUESTIONNAIRE PART B

Teacher Questionnaire
Part B

DIRECTIONS: Please indicate your response to the questions below by blackening the oval that corresponds with the response of your choice. Please be careful to match the number of the statement with the number of your response that you indicate below. Write any comments that you may have in the space provided below. Part B of the questionnaire is found on the back of the Teacher Opinion Inventory.

1. Fourth grade students are successful interacting with four core subject teachers most of the time.
2. Fourth grade students are successful managing materials for four classrooms.
3. Fourth grade students are successful refocusing after transitioning between classrooms.
4. Fourth grade students are successful academically with the four teacher model.
5. The rotation of homework is successful.
6. Fourth grade students are provided sufficient time to complete class assignments.
7. I am able to provide assistance to students on difficult assignments.
8. I am accessible for conferencing in the four teacher model.

Comments:

What do you like about the four teacher instructional model?

What do you dislike about the four teacher instructional model?

APPENDIX C

STUDENT QUESTIONNAIRE FOURTH GRADE INSTRUCTIONAL MODEL

STUDENT QUESTIONNAIRE

FOURTH GRADE INSTRUCTIONAL MODEL

DIRECTIONS: Please circle one answer that best describes your school experience in the fourth grade instructional model.

(SA) Strongly Agree (A) Agree (N) Neutral (D) Disagree (SD) Strongly Disagree

1.	I enjoy having four teachers	SA	A	N	D	SD
2.	I am successful managing materials for four classrooms.	SA	A	N	D	SD
3.	I am able to focus easily after changing classes.	SA	A	N	D	SD
4.	I have enough time to complete class assignments.	SA	A	N	D	SD
5.	I am successful academically with the four teacher model.	SA	A	N	D	SD
6.	My teachers have enough time to provide the assistance that I need in class.	SA	A	N	D	SD
7.	I have enough time to complete homework assignments.	SA	A	N	D	SD
8.	I like changing classes every 60-70 minutes.	SA	A	N	D	SD

COMMENTS:

What do you like about having four teachers every school day?

What do you dislike about having four teachers every school day?

APPENDIX D

NATIONAL STUDY OF SCHOOL EVALUATION (NSSE)

PARENT OPINION INVENTORY

National Study of School Evaluation

The purpose of this survey is to assist in learning more about your school's instructional programs. Your opinions and attitudes are of vital importance to this assessment.

The NSSE's series of opinion inventories has been designed to accomplish three main goals:

- to obtain the opinions of the school's students, teachers, parents and community members,
- to provide valuable information to guide decision making, and
- to gather recommendations for improving the educational program.

Name of School (PENCIL ONLY):

Part A

Parent Opinion Inventory

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. You do not need to sign your name or identify yourself in any way.

You will find a number of statements about your school listed below and on the back of this form. Think these over carefully. For each statement you need to decide to what extent you agree or disagree. To indicate your opinion choose one of the following responses and then blacken in the oval that corresponds with the answer you have chosen. You will need to use a soft (No. 1 or No. 2) lead pencil to mark your response.

A Strongly Agree · B Agree · C Neutral · D Disagree · E Strongly Disagree · F Does Not Apply or Do Not Know

CORRECT MARK

Section 1 School/Parent/Community Relations

	A Strongly Agree	B Agree	C Neutral	D Disagree	E Strongly Disagree	F Does Not Apply or Do Not Know
1. Our school provides sufficient opportunities for parent involvement						
2. Parents have a good understanding of the school's programs and operations						
3. Parents are informed of the school's policies						
4. The concerns of parents are reflected in decisions affecting our school						
5. Our school actively promotes parent-teacher communication						
6. Teachers regularly communicate with parents of their students						
7. Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate						
8. It is easy to get an appointment to meet with a teacher						
9. It is easy to get an appointment with the administrators of our school						
10. Parents feel welcome in our school						
11. Parents take an active role in their children's education						
12. Our community is actively involved in our school						
13. For the most part, I am satisfied with our school						

Section 2 Quality Of The Instructional Program

	A Strongly Agree	B Agree	C Neutral	D Disagree	E Strongly Disagree	F Does Not Apply or Do Not Know
1. Stated goals of this school are the primary basis for the academic program						
2. Students see a relationship between what they are studying and their everyday lives						
3. Our school is preparing students to deal with issues and problems they will face in the future						
4. Our school is doing a good job in preparing students to continue their education at more advanced levels						
5. Our school is doing a good job in preparing students to enter the work force						
6. Teachers provide instructional activities that involve students in their learning						
7. Students are given a sufficient amount of homework to help them succeed in their studies						
8. In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries						
9. Our school's facilities (workspace, furnishings, etc.) are adequate to support the instructional program						
10. - 18. Our school is doing a good job in the following areas:						
10. English/Language Arts (reading, writing, speaking, listening)						
11. Mathematics						
12. Science						
13. Social Studies						
14. Fine Arts (music, visual arts, dance, drama)						
15. Physical Education						
16. Health Education						
17. Foreign Languages						
18. Career/Vocational Education						
19. Our school is doing a good job of helping students understand their moral and ethical responsibilities						
20. Our school's programs help students to understand and get along with other people						
21. The educational program offered to students at this school is of high quality						

Section 3 Support For Student Learning

	A Strongly Agree	B Agree	C Neutral	D Disagree	E Strongly Disagree	F Does Not Apply or Do Not Know
1. Teachers are concerned about my son/daughter as an individual						
2. Teachers hold high expectations for student learning						
3. Teachers are available to give students the assistance they need with assignments						
4. Students are motivated to do their best work						
5. I am satisfied with the way students are treated by teachers						
6. I am satisfied with the way students are treated by administrators						
7. I am satisfied with the way students are treated by counselors						
8. I am satisfied with the help students get from school personnel in solving personal problems						
9. School counselors and advisers give students the help they need in curricular planning (i.e., course selections)						
10. School counselors give students the help they need in planning a vocation/career						

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Part A-Continued

Section 3 Support For Student Learning (Cont.)

11. School personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs
12. Our school does a good job in preventing students from dropping out by providing them with the support and encouragement they need
13. The needs of children with physical and mental disabilities are appropriately met by the school
14. The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented, etc.)
15. The transportation services to and from school meet the needs of students

Section 4 School Climate/Environment For Learning

1. School rules and regulations affecting students are reasonable
2. Teachers and administrators in our school consistently enforce school rules
3. The school's grading policies and practices are administered fairly
4. The students and teachers of our school have a good working relationship with each other
5. Students show respect for each other
6. This school provides a clean and pleasant environment for learning
7. Our school is well maintained
8. Our school provides students and teachers with a safe and orderly environment for learning
9. Students feel safe traveling to and from school
10. The variety of student activities available at our school is excellent
11. Students who wish to be included in school activities are included
12. Discipline policies are fair at this school
13. Cheating occurs infrequently in our school
14. Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers and administrators at our school
15. Sexual harassment is not a problem at our school
16. There is not a significant problem with substance abuse (e.g., drug and/or alcohol problems) among the students of this school

Part B Parent Opinion Inventory

Section 1 Additional Questions - Specific to Your School

You may be requested to respond to an additional set of questions that have been developed by your school concerning specific areas of interest. If so, you will be given a set of statements contained on a separate sheet of paper provided by your school. To indicate your response to these statements, blacken the oval that corresponds with the response of your choice. Please be careful to match the number of the statement with the number of your response that you indicate below.

Ⓐ Strongly Agree Ⓑ Agree Ⓒ Neutral Ⓓ Disagree Ⓔ Strongly Disagree Ⓕ Does Not Apply or Do Not Know

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

Section 2 Recommendations

As part of this survey you may also be requested to offer your recommendations for improving your school by answering the following or similar question(s):

"Is there something you would like to see changed about your school? If so, describe what you would like to see changed and how you believe it should be changed."

Do not write your response on this sheet. You will need to write your response on the separate sheet of paper of the survey provided by your school.

Thank you for the contribution of your opinions to improve the quality of your school.

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APPENDIX E

NATIONAL STUDY OF SCHOOL EVALUATION (NSSE)

TEACHER OPINION INVENTORY

Name of School (PENCIL ONLY): _____ Part A

National Study of School Evaluation

Teacher Opinion Inventory

The purpose of this survey is to assist in learning more about your school's instructional program. Your opinions and attitudes are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. You do not need to sign your name or identify yourself in any way.

You will find a number of statements about your school listed below and on the back of this form. Think these over carefully. For each statement you need to decide to what extent you agree or disagree. To indicate your opinion choose one of the following responses and then blacken in the oval that corresponds to mark your response.

The NSSE's series of opinion inventories has been designed to accomplish three main goals:

- to obtain the opinions of the school's students, teachers, parents and community members,
- to provide valuable information to guide decision making, and
- to gather recommendations for improving the educational program.

SOFT No. 1 or No. 2 lead pencil to mark your response.

CORRECT MARK

Section 1: Quality of the Instructional Program

1. Students are provided with educational programs that are appropriate to their learning needs
2. Students see a relationship between what they are studying and their everyday lives
3. Our school is preparing students to deal with issues and problems they will face in the future.
4. Stated goals of this school are the primary basis for the academic program
5. Teachers use instructional strategies that help students achieve the knowledges and skills they are expected to learn.
6. A variety of teaching strategies and learning activities is provided to students to help them learn.
7. Teachers provide instructional activities that involve students in their learning.
8. In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries
9. Students are given a sufficient amount of homework to help them succeed at their studies
10. Students are provided with a variety of ways to demonstrate their learning.
11. I use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students
12. The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching.
13. Technology is sufficiently available to support my instruction.
14. The school's facilities (workspace, furnishings, etc.) are adequate to support the instructional program.
15. 23. Our school is doing a good job in the following areas:
16. Mathematics
17. Science
18. Social Studies
19. Fine Arts (music, visual arts, dance, drama)
20. Physical Education
21. Health Education
22. Foreign Languages
23. Career/Vocational Education
24. Our school is doing a good job of helping students understand their moral and ethical responsibilities
25. Our school's programs help students to understand and get along with other people.
26. The educational program offered to students at this school is of high quality.

Section 2: Support for Student Learning

1. Teachers hold high expectations for student learning.
2. Teachers are available to give students the assistance they need with assignments.
3. Teachers give students personal encouragement in their work.
4. Students spend sufficient effort (in and out of class) to learn what we teach.
5. Students are motivated to do their best work.
6. Students are treated by teachers.
7. I am satisfied with the way students are treated by the administration.
8. I am satisfied with the way students are treated by counselors.
9. I am satisfied with the way students get from school personnel the help students need in solving personal problems.
10. School counselors and advisors give students the help they need in curricular planning (i.e., course selection).
11. School counselors give students the help they need on planning a career/future.
12. Our school does a good job in preventing students from dropping out by providing them with the support and encouragement they need.
13. Our school actively promotes parent/teacher communication.
14. Our teachers regularly communicate with parents of their students.
15. Parents have a good understanding of the school's programs and operation.
16. Parents take an active role in their children's education.
17. The needs of children with physical and mental disabilities are appropriately met by the school.
18. The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented, etc.)

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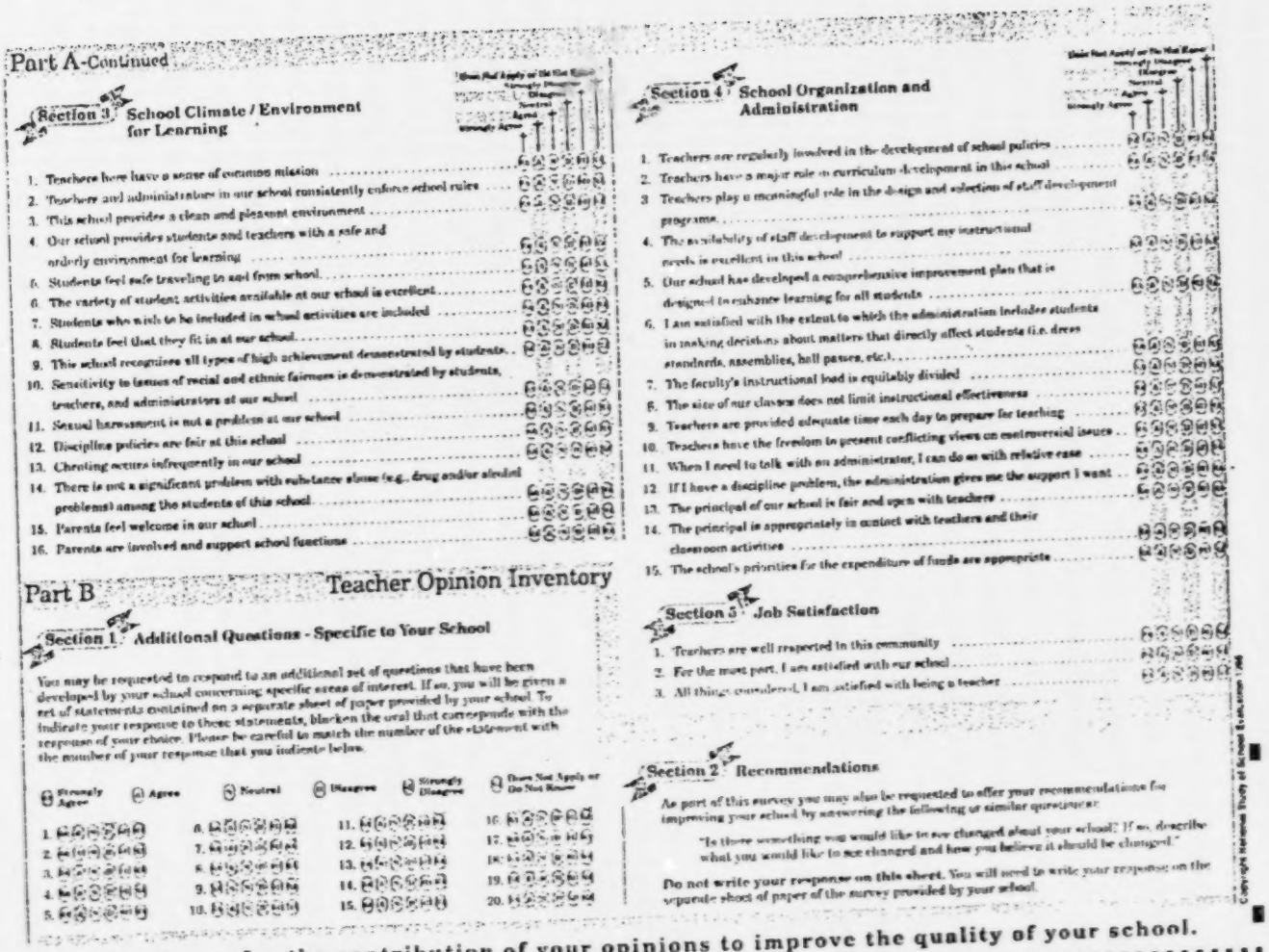

Part A-Continued

Section 3 School Climate / Environment for Learning

1. Teachers here have a sense of common mission
2. Teachers and administrators in our school consistently enforce school rules
3. This school provides a clean and pleasant environment
4. Our school provides students and teachers with a safe and orderly environment for learning
5. Students feel safe traveling to and from school
6. The variety of student activities available at our school is excellent
7. Students who wish to be included in school activities are included
8. Students feel that they fit in at our school
9. This school recognizes all types of high achievement demonstrated by students
10. Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school
11. Sexual harassment is not a problem at our school
12. Discipline policies are fair at this school
13. Cheating occurs infrequently in our school
14. There is not a significant problem with substance abuse (e.g., drug and/or alcohol problems) among the students of this school
15. Parents feel welcome in our school
16. Parents are involved and support school functions

Part B Teacher Opinion Inventory

Section 1 Additional Questions - Specific to Your School

You may be requested to respond to an additional set of questions that have been developed by your school concerning specific areas of interest. If so, you will be given a set of statements contained on a separate sheet of paper provided by your school. To indicate your response to these statements, blacken the oval that corresponds with the response of your choice. Please be careful to match the number of the statement with the number of your response that you indicate below.

Strongly Agree · Agree · Neutral · Disagree · Strongly Disagree · Does Not Apply or Do Not Know

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Section 4 School Organization and Administration

1. Teachers are regularly involved in the development of school policies
2. Teachers have a major role in curriculum development in this school
3. Teachers play a meaningful role in the design and selection of staff development programs
4. The availability of staff development to support my instructional needs is excellent in this school
5. Our school has developed a comprehensive improvement plan that is designed to enhance learning for all students
6. I am satisfied with the extent to which the administration includes students in making decisions about matters that directly affect students (i.e. dress standards, assemblies, hall passes, etc.)
7. The faculty's instructional load is equitably divided
8. The size of our classes does not limit instructional effectiveness
9. Teachers are provided adequate time each day to prepare for teaching
10. Teachers have the freedom to present conflicting views on controversial issues
11. When I need to talk with an administrator, I can do so with relative ease
12. If I have a discipline problem, the administration gives me the support I want
13. The principal of our school is fair and open with teachers
14. The principal is appropriately in contact with teachers and their classroom activities
15. The school's priorities for the expenditure of funds are appropriate

Section 5 Job Satisfaction

1. Teachers are well respected in this community
2. For the most part, I am satisfied with our school
3. All things considered, I am satisfied with being a teacher

Section 2 Recommendations

As part of this survey you may also be requested to offer your recommendations for improving your school by answering the following or similar questions:

"Is there something you would like to see changed about your school? If so, describe what you would like to see changed and how you believe it should be changed."

Do not write your response on this sheet. You will need to write your response on the separate sheet of paper of the survey provided by your school.

Thank you for the contribution of your opinions to improve the quality of your school.

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APPENDIX F

PARENT CONSENT FORM

PARENT CONSENT FORM

I, (Parent's Name)_____ am being invited to participate in a research study that is being conducted at Colin Powell Elementary School by Dianne Reed, doctoral student at Texas A&M University and principal at Colin Powell Elementary School. The title of the study is *Description of a Four-Teacher Instructional Model and the School Experience of Fourth Grade Students as Constructed by Students, Parents, and Teachers at a Selected Elementary School in Conroe Independent School District*. The participants in this study will be approximately 180 fourth grade students, 180 parents of the fourth grade students and nine fourth grade teachers.

The purpose of the study is to describe the four-teacher instructional model and the school experience of fourth grade students as constructed by students, parents, and teachers at a selected elementary school in Conroe Independent School District. Describing the four-teacher instructional model and the school experience of fourth grade students could aid in designing curriculum, implementing instruction and different approaches to scheduling in elementary schools.

My responses will be anonymous. I will not be identified by name. Dianne Reed will not know who participated or not in the study. Patricia Handcox, teacher of computer literacy at McCullough Junior High School will solely facilitate the distribution and collection of the teacher opinion inventory and questionnaire.

I may refuse to answer any of the questions in the opinion inventory and questionnaire that causes me to feel uncomfortable. My participation in this study is voluntary. No consequences will result if I choose not to answer any question. I may withdraw at any time. If at any time I have questions regarding the research, I may contact Dianne Reed, Principal Investigator/Principal at (409) 321-3774.

The noninvasive nature of the study and the careful selection and coding of the information insures no risks to me. The study will be conducted throughout the 1999-2000 school year.

"This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Dr. Richard E. Miller, IRB Coordinator, Office of the Vice Provost for Graduate Studies at (409) 845-1811."

A parent questionnaire and opinion survey have been included with this consent form. My honest input will assist in the continued effort to obtain quality instruction at Colin Powell Elementary.

Initial and Date:_____

To the best of my knowledge, I understand the nature and demands, benefits and risks of participating in the study. I (do) or (do not) want to participate in the study.

Signature of Parent/Guardian Date

Signature of Investigator Date

Please return (1) copy of this consent form in the self-addressed stamped envelope with your signature by (date)_____ to Patricia Handcox at 3800 S. Panther Creek Drive, The Woodlands, Texas 77381. Keep the second copy for your records.

For further information regarding this study, please contact:

Dianne Reed
7332 Cochran's Crossing Drive
The Woodlands, TX 77380

Dr. David Erlandson
Dept. of Educational Administration
TAMU
College Station, TX 77843
(409) 845-2716

APPENDIX G

PARENTAL CONSENT FORM

PARENTAL CONSENT FORM

(Student's Name)_____ is being invited to participate in a research study that is being conducted at Colin Powell Elementary School by Dianne Reed, doctoral student at Texas A&M University and principal at Colin Powell Elementary School. The title of the study is *Description of a Four-Teacher Instructional Model and the School Experience of Fourth Grade Students as Constructed by Students, Parents, and Teachers at a Selected Elementary School in Conroe Independent School District.* The participants in this study will be approximately 180 fourth grade students, 180 parents of the fourth grade students and nine fourth grade teachers.

The purpose of the study is to describe the four-teacher instructional model and the school experience of fourth grade students as constructed by students, parents, and teachers at a selected elementary school in Conroe Independent School District. Describing the four-teacher instructional model and the school experience of fourth grade students could aid in designing curriculum, implementing instruction and different approaches to scheduling in elementary schools.

The student will be asked to fill out a questionnaire that the teacher will read aloud to the class. The student's responses will be anonymous. The student will not be identified by name. Patricia Handcox, teacher of computer literacy at McCullough Junior High School will solely facilitate the distribution and collection of all student questionnaires.

The student may refuse to answer any of the questions in the questionnaire that causes feelings of discomfort. The student's grades will not be lowered nor will he/she be treated differently if he/she chooses not to participate in the study. Participation in this study is voluntary. If at any time I have questions regarding the research, feel free to contact Dianne Reed, Principal Investigator/Principal at (409) 321-3774.

The noninvasive nature of the study and the careful selection and coding of the information insures no risks if consent for participation in the study is granted. The study will be conducted throughout the 1999-2000 school year.

"This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Dr. Richard E. Miller, IRB Coordinator, Office of the Vice Provost for Graduate Studies at (409) 845-1811."

To the best of my knowledge, I understand the nature and demands, benefits and risks of participating in the study. I (do) or (do not) want my child to participate in the study.

Initial and Date:_____

Signature of Parent Date

Signature of Investigator Date

Please return (1) copy of this consent form in the self-addressed stamped envelope with your signature by (date)_____ to Patricia Handcox at 3800 S. Panther Creek Drive, The Woodlands, Texas 77381. Keep the second copy for your records.

For further information regarding this study, please contact:

Dianne Reed
7332 Cochran's Crossing Drive
The Woodlands, TX 77380

Dr. David Erlandson
Dept. of Educational Administration
TAMU
College Station, TX 77843
(409) 845-2716

APPENDIX H

STUDENT ASSENT FORM

STUDENT ASSENT FORM

I, (Student's Name)_____ am being invited to participate in a research study that is being conducted at Colin Powell Elementary School by Dianne Reed, doctoral student at Texas A&M University and principal at Colin Powell Elementary School. Participants in this study will be 180 fourth grade students, 180 parents of the fourth grade students and nine fourth grade teachers. The purpose of the study is to describe the four-teacher instructional model and the school experience of fourth grade students.

I will be asked to fill out a questionnaire that my teacher will read aloud to the students who choose to participate. I will not be identified by name based on answers to the questions. I am not required to place my name on the questionnaire. Patricia Handcox, teacher of computer literacy at McCullough Junior High School will solely distribute and collect all student questionnaires. My grades will not be lowered nor will I be treated differently if I choose not to answer a question that causes me to feel uncomfortable.

My participation study is voluntary. I may call Dianne Reed, Principal Investigator/ Principal at (409) 321-3774 or see her personally if I have any questions about this survey.

I understand the information presented in the student assent form. I (do) or (do not) want my child to participate in the study.

_____

Signature of Student Date

_____

Signature of Investigator Date

Please return (1) copy of this consent form in the self-addressed stamped envelope with your signature by (date)_____ to Patricia Handcox at 3800 S. Panther Creek Drive, The Woodlands, Texas 77381. Keep the second copy for your records.

APPENDIX I

TEACHER CONSENT FORM

TEACHER CONSENT FORM

I, (Teacher's Name)_____ am being invited to participate in a research study that is being conducted at Colin Powell Elementary School by Dianne Reed, doctoral student at Texas A&M University and principal at Colin Powell Elementary School. The title of the study is *Description of a Four-Teacher Instructional Model and the School Experience of Fourth Grade Students as Constructed by Students, Parents, and Teachers at a Selected Elementary School in Conroe Independent School District*. The participants in this study will be approximately 180 fourth grade students, 180 parents of the fourth grade students and nine fourth grade teachers.

The purpose of the study is to describe the four-teacher instructional model and the school experience of fourth grade students as constructed by students, parents, and teachers at a selected elementary school in Conroe Independent School District. Describing the four-teacher instructional model and the school experience of fourth grade students could aid in designing curriculum, implementing instruction and different approaches to scheduling in elementary schools.

My responses will be anonymous. I will not be identified by name. Dianne Reed will not know who participated or not in the study. Patricia Handcox, teacher of computer literacy at McCullough Junior High School will solely facilitate the distribution and collection of the teacher opinion inventory and questionnaire.

I may refuse to answer any of the questions in the opinion inventory and questionnaire that causes me to feel uncomfortable. My participation in this study is voluntary. Whether I participate or not will not affect my employment or standing with the school or school district. If at any time I have questions regarding the research, I may contact Dianne Reed, Principal Investigator/Principal at (409) 321-3774.

The noninvasive nature of the study and the careful selection and coding of the information insures no risks to me. The study will be conducted throughout the 1999-2000 school year.

"This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Dr. Richard E. Miller, IRB Coordinator, Office of the Vice Provost for Graduate Studies at (409) 845-1811."

Initial and Date:_____

To the best of my knowledge, I understand the nature and demands, benefits and risks of participating in the study. I (do) or (do not) want to participate in the study.

Signature of Teacher Date

Signature of Investigator Date

Please return (1) copy of this consent form in the self-addressed stamped envelope with your signature by (date)_____ to Patricia Handcox at 3800 S. Panther Creek Drive, The Woodlands, Texas 77381. Keep the second copy for your records.

For further information regarding this study, please contact:

Dianne Reed
7332 Cochran's Crossing Drive
The Woodlands, TX 77380

Dr. David Erlandson
Dept. of Educational Administration
TAMU
College Station, TX 77843
(409) 845-2716

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Signature: Dianne Reed	Printed Name/Position/Title: Dr. Dianne Reed, Asst. Professor	
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